

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here.
Contact information:	21stCentury@tea.texas.gov	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
BISD	031-901		
Vendor ID #	ESC Region #		DUNS #
74-6000418	1		030917579
Mailing address		City	State ZIP Code
1900 Price Road		Brownsville	TX 78521

Primary Contact

First name	M.I.	Last name	Title
Dr. Norma	L	Gallegos	Project Director
Telephone #	Email address		FAX #
956-698-2037	nlgallegos@bisd.us		956-548-8229

Secondary Contact

First name	M.I.	Last name	Title
Elsa		Sosa	Program Specialist
Telephone #	Email address		FAX #
956-698-1475	essosa@bisd.us		956-548-8229

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Esperanza		Zendejas	Superintendent
Telephone #	Email address		FAX #
956-548-8011	drezendejas@bisd.us		956-548-8019

Signature (blue ink preferred)

Date signed

E. Zendejas

March 14, 2016

Only the legally responsible party may sign this application.

701-16-102-001

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 07/01	End date (MM/DD): 06/30
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of centers and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 031-901					Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount		
Member Districts						
9.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
10.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
11.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
12.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
13.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
14.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
15.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
16.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
17.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
18.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
19.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
20.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
Grand total:						

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Schedule #4—Request for Amendment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of Community Brownsville, Texas is located by the U.S./Mexican border and in Cameron County which, according to the most recent U.S. Census is one of the most economically disadvantaged counties in the United States. According to 2014 U.S. Census QuickFacts data, it is estimated that the city of Brownsville has a population of 183,046 residents. Of these residents, 93.2% are Hispanic.

Need for Program Brownsville Independent School District (BISD) has an enrollment of over 47,738 students, making it the largest school district south of San Antonio. Brownsville statistics show a dire need for additional students to become educated. Of adults that are twenty-five and older, only 63.1% of Brownsville residents have completed their high school education compared to State (81.6%) and National (86.3%) rates. The numbers are even more alarming when comparing completion rates for Bachelor's Degrees: Brownsville (17.2%); State (27.1%); and National (29.3%). With these figures, it is no surprise that Brownsville's per capita income is \$14,124 as opposed to State (\$26,513) and National (\$28,555) averages.

Of the student population, 94.6% are Economically Disadvantaged, 66.6% At-Risk, 33.0% LEP, and 100% qualify for free meals. Targeted students and their eligible family members are mostly found in neighborhoods that have few academic and/or social services available and have a higher than normal level of criminal delinquency and/or rate of general crime incidences. In addition, targeted students are at centers where they struggle with academics, student attendance, and promotion rates.

General Description/Purpose and Goals The purpose of the program is to provide high-quality, scientifically proven extended learning opportunities to reinforce and complement the regular academic program of the school day by expanding outside regular school hours with an hour before and two hours after school to At-Risk students in need of academic assistance. The program goals are to provide academic enrichment opportunities, including tutorial services to help students, particularly those who attend low-performing schools, to meet state and local student academic achievement standards in the core academic subjects of Reading, Mathematics, Science, and Social Studies. Students are also provided a broad array of additional services, programs, and activities focused on youth development; drug and violence prevention; counseling; art, music and recreation; technology education; and character education, all designed to reinforce and complement the regular academic program of participating students. The 21st Century Community Learning Centers (21st CCLC) families will be provided with opportunities for literacy and educational development. Parent Ambassadors which serve on our Community Advisory Committee (CAC) will collaborate with all stakeholders in making program activity decisions.

New and Expanded Services Our program will provide 36 weeks of quality academic assistance and enrichment opportunities to help 1st through 8th grade students meet academic and promotion standards, improve school day attendance, decrease disciplinary incidents, and graduate workforce and college ready. More specifically, our centers will be offering academic assistance and enrichment Monday through Thursday in the fall/spring, and Monday through Thursday during the summer in some of the following areas based on campus needs assessments: 1. **Academic Assistance:** Math, Science, Reading, Writing, Social Studies, STEM, Homework Help, ESL, Computer Literacy, State of Texas Assessments of Academic Readiness (STAAR) Prep, PSAT Prep, and Critical Thinking activities. 2. **Enrichment:** Art, Dance, Drama, Music, Fitness/Wellness, Leadership Training, Self Defense, Arts & Crafts, Character Education, Community Service, Student Clubs, Sports Activities, Chess, and Drug & Violence Prevention. 3. **College and Workforce Readiness:** Technology, Career Exploration based upon Department of Education (DOE) 16 Career Clusters, Career Counseling, Virtual Job Shadowing, College Awareness, Virtual College Visits, Resume Writing, School to Career activities, and local college tours. 4. **Family and Parental Support Services:** Literacy, Adult Basic Education, College/Workforce Assistance, Computer Literacy, Family Counseling, Financial Education, Drug & Violence Prevention, and Fitness/Wellness. Additional Student & Family Engagement Activities will be held one Friday a month during the academic year to allow for more extended family involvement. In a collaborative, comprehensive, and coordinated approach; our program will be designed based on a community/district/campus needs assessment in conjunction with the Campus Improvement Plan (CIP). We will ensure that each center will be developed with a specific framework that

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

establishes a foundation for effective implementation and the highest quality academic programs for the attainment of TEA's state objectives, in particular closing the gaps of special populations (At-Risk, Economic Disadvantaged, ELL, LEP, SpEd., Migrant). We have developed strategies that complement TEA's overarching goals and critical success factors which will ultimately contribute to sustainability. It is our intent to use these funds to build or expand a systemic infrastructure of extended learning opportunities to replicate across our district.

Community support, partnerships and local buy-in are essential to the success of our program. Therefore, it has been our intent to ensure a collaborative and collective community partnership that supports our program and its recipients. In an effort to reduce our students' "At-Risk" factors while promoting community success opportunities for students and family members, BISD finds it critical to form new and expanded services that will be available with state and local government agencies, higher education institutions, and community based organizations.

The focus of the partnerships are as follows: County Commissioners Sofia Benavides and Dan Sanchez; City Commissioners Ricardo Longoria, Deborah Portillo, Jessica Tetreau; and Judges Janet Leal and Arturo Nelson have committed to provide guidance and motivation through mentoring and role modeling. The University of Texas Rio Grande Valley (UT-RGV) UTeach, a nationally acclaimed mentor program, and Brownsville Literacy Center will provide academic assistance to students and parents, respectively. The Brownsville Museum of Fine Art and Gladys Porter Zoo will provide enrichment activities and support. Brownsville Police Department, U. S. Border Patrol, Denny's, Linda's Cake Specialty Shop, Chick-fil-A #03143, Ideal Realty, Chuy's Custom Sports, ILT Inc., Rodeo Dental, H.E.B., Home Depot, Wing Barn, and Peter Piper Pizza will be providing College and Workforce opportunities and experiences. All partners have been generous and genuinely supportive and committed to provide programming activities for the duration of the grant and beyond.

Our district departments; including but not limited to Food and Nutrition Services, Public Education Information Management System, Assessment/Research and Evaluation, Professional Development, Transportation, Computer/Technology Services, Finance, Human Resources, Health Services, and the Wellness Center will be providing demographic data, professional development opportunities, evaluations, assessments data, student care, nutritious hot meals, bus transportation, technology support, budget information, and physical fitness activities.

Community and district members will be regularly involved in many aspects of the grant including the needs assessment, creating program awareness, program implementation, evaluating program effectiveness, and sustainability. Our 21st CCLC will document meeting agendas, minutes, partner rosters, sign-in sheets, and other relevant documentation.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,404,730	\$72,500	\$1,477,230
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$17,500	\$17,500
Schedule #9	Supplies and Materials (6300)	6300	\$118,670	\$0	\$118,670
Schedule #10	Other Operating Costs (6400)	6400	\$186,600	\$0	\$186,600
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,710,000	\$90,000	\$1,800,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,710,000	\$90,000	\$1,800,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 031-901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$85,756
5	Site coordinator (required)	7		\$504,000
6	Family engagement specialist (required)	1		\$65,440
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$655,196
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$590,000
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$232,034
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$822,034
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,477,230

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator-assist program staff with program planning and evaluation	\$17,500
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$17,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$17,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$118,670
Grand total:		\$118,670

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$5,000
Remaining 6400—Other operating costs that do not require specific approval:		\$181,600
Grand total:		\$186,600

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 031-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 5,117

Category	Number	Percentage	Category	Percentage
African American	7	0.1%	Attendance rate	96.5%
Hispanic	5,079	99.3%	Annual dropout rate (Gr 9-12)	DNA
White	23	0.5%	Students taking the ACT and/or SAT	DNA
Asian	8	0.2%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	4,874	95.3%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	2,721	53.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	70%
Disciplinary placements	1	.00019%		

Comments

Total enrollment is based on grades 1-8 student population for all proposed centers. Targeted students will be determined based on collaborative meetings with center staff (i.e., principal, dean of instruction, counselor, SC) and data analysis.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	11	00.3%	No degree	45	1.4%
Hispanic	2,873	88.3%	Bachelor's degree	2,666	82.0%
White	347	10.7%	Master's degree	530	16.3%
Asian	3	00.1%	Doctorate	13	0.4%
1-5 years exp.	625	19.2%	Avg. salary, 1-5 years exp.	42,866	DNA
6-10 years exp.	736	22.6%	Avg. salary, 6-10 years exp.	45,517	DNA
11-20 years exp.	1,032	31.7%	Avg. salary, 11-20 years exp.	50,328	DNA
Over 20 years exp.	720	22.1%	Avg. salary, over 20 years exp.	59,203	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public			468	476	436	421	484	940	959	933					5,117
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:			468	476	436	421	484	940	959	933					5,117

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The seven participating centers, have secured over 3,900 student surveys, 340 staff surveys, and over 2,100 parent surveys in order to document center population needs. As indicated in the student surveys, the majority of the students selected Math as their top academic need. Staff and parent surveys reflected an academic need for Reading and Math. Of the parent surveys collected, 1454 showed an interest in having their child participate in an afterschool program. Parent surveys indicate 739 are interested in taking ESL/Literacy classes. In order to accommodate all working families; parent activities will be held before and after school hours as well as during parental engagement meetings. These parent meetings are held during the school day. Other parental engagement activities will also be held during the evenings at some of the community partner locations.

BISD, with participating centers, will hold collaborative meetings with parents, community members, and staff at each of the seven centers to consider and provide input on a Need, Asset and Strategy Inventory. Based on each of the center's 2015-2016 CIP, a proposed program design, available resources at each center, list of suggested activities based on multiple needs, a calendar of activities, a schedule of activities, teacher recommendations for instruction, a list of partners, and a budget for the district and respective centers will be developed to assist in the instruction of the regular school day.

The 21st CCLC and center administration will use the 2015-2016 STAAR results or the previous school year's final six weeks' report card grades to establish the beginning baseline. Student progress will be measured in 2016-2017 through six week center assessments, district benchmarks, six weeks grades, first and second STAAR administration state results, and the final six weeks average on the report cards.

Each center's SC will plan on using district baseline scores to diagnose students' strengths and weaknesses, prescribe individualized learning paths according to the grade level Texas Essential Knowledge and Skills (TEKS) in order for the teachers to provide the students with engaging hands-on project based instructional resources, and provide teachers with academic generated reports to help guide continued instruction. Teachers will use this information in order to place students in activities that will improve students' academic performance. Another tool that will be utilized for academic improvement is **TANGO-Central.com**, a data analysis program that will provide student profiles for instruction, progress monitoring, and intervention.

Each center will develop a specific framework that establishes a foundation for effective implementation and the highest quality academic programs for the attainment of TEA's state objectives in particular closing the gaps of special populations (At-Risk, Economic Disadvantaged, ELL, LEP, SpEd., Migrant). Strategies that complement TEA's overarching goals and critical success factors will be developed for each center based on their academic need.

Each center will implement a set of performance measures to coincide with the TX 21ST IMPORT spreadsheet during the required 1st and 3rd six weeks grades for the fall and the 4th and 6th six weeks grades for the spring. This process is conducted in order to analyze the percentage of students whose grades in Reading, Math, Science, and Social Studies have improved from 1st six weeks to 3rd six weeks in the fall term and the 4th six weeks to 6th six weeks in the spring term. This criteria includes: improvement in student attendance; percentage of students promoted to the next grade level at the end of the school year; percentage of students with improved behavior; percentage of students attending 45 days or more of programming per term, advocates, and percentage of students involved in extracurricular school activities. Students' grades are also viewed during the 2nd and 5th six weeks in order to customize their out of school time program activities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	21 st CCLC will provide opportunities to reinforce the state objectives learned throughout the day by collaborating with highly qualified center staff. The focus will be on engaging, creative, innovative, and relevant academic and enrichment activities using project-based programs such as MindWorks-Circle of Life. The program will also provide opportunities for self-discovery learning as well as help students develop problem solving skills using programs such as Hands on Equations for Math and STEM Units.
2.	Improve Promotion Rates	21 st CCLC will align the school day curriculum with meaningful academic content that supports mastery of the TEKS in order to provide opportunities for youth to practice skills through engaging and interactive activities. Thus, increasing their ability to accomplish grade level state standards. The program and regular school day teachers will communicate student academic progress every three weeks to determine differentiated instruction, remediation, and/or reinforcement through scientifically research based practices.
3.	Improve Attendance	21 st CCLC will provide innovative, interactive opportunities, enjoyable engaging learning activities and a safe environment to encourage student participation. SC will acknowledge student participation through positive reinforcement using praise, certificates, and providing incentives. The program will also increase both student and family attendance through family engagement activities that will build a positive relationship.
4.	Improve Behavior	21 st CCLC will use positive reinforcement, parent communication, and administrative support. Center counselors will use researched based behavioral interventions to build on character education and citizenship values. The partnership with UT-RGV, a nationally acclaimed UTeach mentor program, will help enhance the connection of positive community role models to help students learn, stay in school and prepare for life success.
5.	Improve Graduation Rates	21 st CCLC will provide exposure to outside education agencies, such as Texas Southmost College and UT-RGV with intentional alignment of program strategies to the program objectives in order to increase awareness of post-secondary opportunities. Career exploration and presentations will encourage students to pursue an interest in higher education. Planned instructional activities will involve students in learning experiences that are difficult to duplicate in a classroom situation.

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Schedule #14—Management Plan

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's Degree in Education and Mid Management Certification. Five years experience in an educational setting, supervisory experience; competence in program development, evaluation, communication, computer proficiency, organization and time management.
2.	Site Coordinator(s)	Preferred-Master's Degree in Education or related field. Ability to maintain positive working relationships with the public/frontline staff, computer proficiency, knowledge of community resources, strong communication skills, flexible hours to accommodate program needs.
3.	Family Engagement Specialist	Bachelor's Degree in Education. Strong verbal/written communication skills, community and support agencies; flexible hours; computer proficiency. Experience working with families of diverse backgrounds; design newsletters/brochures/flyers; ability to make home visits.
4.	Evaluator	Bachelor's Degree with experience as a professional evaluator. Experience with evaluation of federally funded grants. Preferred experience with 21 st CCLC.
5.	Teacher	Bachelor's Degree. Must be highly qualified in area of instruction as indicated by the NCLB Act.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Programming	1. Campus Needs Assessment	08/01/2016	07/31/2017
		2. CIP	08/01/2016	07/31/2017
		3. Project Plan	08/01/2016	07/31/2017
		4. Tx 21 st Tracking System/Checklist & Calendar	09/05/2016	07/31/2017
		5. Schedules	08/22/2016	07/31/2017
2.	Safety	1. Safety Self Assessment	08/22/2016	07/31/2017
		2. Transportation	08/22/2016	07/31/2017
		3. Schedules, Maps (evacuation routes), procedures	08/22/2016	07/31/2017
		4. Student Dismissal Logs	09/05/2016	07/31/2017
		5. Permission Slips/Release Forms/Emergency Card	08/22/2016	07/31/2017
3.	Nutrition	1. Meal Request	08/22/2016	07/31/2017
		2. Food Service Training	08/01/2016	07/31/2017
		3. Cafeteria Manager Meeting	08/22/2016	07/31/2017
		4. Procedures/meal cards	08/22/2016	07/31/2017
		5. Nutritional Snacks	09/05/2016	07/31/2017
4.	Staff Development	1. Needs/Assets/Strategy	08/01/2016	07/31/2017
		2. Orientation (Procedures/Calendar/guidelines)	08/01/2016	07/31/2017
		3. Site Visits	09/05/2016	07/31/2017
		4. Curriculum/Lesson Plans	09/05/2016	07/31/2017
		5. Connection to the Regular School Day	09/05/2016	07/31/2017
5.	Curriculum	1. Four Component Guide	09/05/2016	07/31/2017
		2. Project Based Instructional Activities	09/05/2016	07/31/2017
		3. Service Learning	09/05/2016	07/31/2017
		4. TEKS/State Standards	09/05/2016	07/31/2017
		5. District Scope and Sequence	08/01/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our approach to monitor student progress on an ongoing basis will be done by all stakeholders. The Project Director (PD) will use a "Continuous Evaluation Model" to ensure continuous feedback and continuous improvement of the program. Teacher observations will be conducted on a daily basis by Site Coordinators (SC). The PD will also be conducting site visits on a regular basis. The 21st CCLC will improve student academic achievement by implementing a comprehensive, collaborative, and coordinated approach that supplements and expands academic activities for Math, Reading, Social Studies, and Science. This approach focuses on using milestone and assessment results that will allow each center to evaluate and revise services to students and strategies to help students meet state achievement standards. BISD will be aligning the regular school day instructional program to afterschool instruction to ensure a continuous flow in learning and resources. The PD will work closely with the district's Research and Evaluation and PEIMS Departments to access and secure data. The PD, in conjunction with the SC, will also utilize district benchmark assessments and/or grades to monitor the students' progress every six weeks. The 21st CCLC will use the 2015-2016 STAAR results to establish the beginning baseline. Student progress will be measured at the end of the 2016-2017 school year. In addition, the PD will hold weekly meetings with SC and center administration to review program goals, objectives, milestones, and progress on student data. The PD will ensure that timely and accurate entry into the TX 21ST Tracking System has been completed by performing daily desktop audits of the information entered by each site. The SC will submit the required import during the fall and spring terms to measure student academic progress. The CAC will hold meetings each term and as needed to review the status of program goals and objectives, program planning, design, and improvement. The 21st CCLC will communicate (English/Spanish) with all community stakeholders on a regular basis via website, newsletters, announcements, emails, phone calls and reports. Student, staff, and parent surveys will be conducted in the fall and spring, and activities will be created based on survey results.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Board of Trustees and Superintendent have committed to sustaining Cycle 9 beyond the grant award. Center activities will continue to be offered four days a week, Monday through Thursday, during the afterschool program. The centers will provide engaging, interactive academic assistance in the core areas based on the campus needs assessment process which includes the review of each centers' CIP, TEKS, survey results, and center administrative meetings.

District departments, including but not limited to Food & Nutrition Services, Police & Security Services, PEIMS, Pupil Services, and Health Services will partner/commit with the 21st CCLC sustainability program plan through a collaborative agreement to continue to support centers with a hot and nutritious dinner, a safe nurturing environment, and student data (i.e., STAAR, attendance, discipline, grades).

Safety procedures will be implemented according to district guidelines using the Safety Self-Assessment process.

Centers will obtain a parental consent form for all participants, student release form/log, and adhere to attendance sign-in/out procedures.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Logic Models	1.	Ranking activities from highest to lowest based on components
		2.	Outcomes of each activity
		3.	Attendance rate per activity
2.	Import/Export	1.	Academic success
		2.	High promotion percentage
		3.	Behavioral improvement/discipline
3.	TX21 st Tracking System	1.	Number of regular student and parent attendance
		2.	Description of component activities
		3.	Center operation hours
4.	21 st CCLC Staff Meetings	1.	Curriculum application during center observations
		2.	Survey feedback and program decisions
		3.	Activity suggestions for component implementation
5.	Deliverables	1.	Alignment practices with the school day and component implementation
		2.	Outputs: Activities and Participation
		3.	Final Report and fall term to spring term success

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The independent evaluation team will coordinate the collection and monitor the quality/completeness of required federal and state data according to program guidelines and established deadlines. The instruments and collection systems identified, include: a) Program data, such as participant enrollment, demographics, attendance, and program activity information, to be entered into the TX21Tracking System on an ongoing basis; b) Surveys from parents, students, teachers, and staff at the end of each term; and c) School records data, including student grades, success rates, STAAR scores, school attendance, and behavioral reports at the end of each term. Additionally, valuable data will be collected through the use of the following instruments: 1) One-on-one meetings with the PD, SCs, and school staff representatives; 2) Group meetings with SCs, grantee staff, and center staff; 3) Workshops designed to understand and use data resulting in action plans; 4) Site visits during program time; 5) Formal presentations to key stakeholder groups such as the CAC, district school board, and community groups; 6) Student, Parent, and Staff Interest Surveys; and 7) TX21st Tracking System data reports. At all times, the evaluation team will prepare the evaluations/reports in the format suggested in the TX 21st CCLC Key Task Assessment (KTA)/Texas ACE Blueprint Report. The evaluator will also use local data and any pertinent results from internal monitoring to guide a performance improvement process and a sustainability plan, review evaluation progress and results with program staff, assist with the completion and submission of the Final Yearly Report, and collect any additional data as requested.

The evaluation team will deliver updates as information warrants and is always available by phone or email for consultation. Additionally, informal data updates will be available by the evaluation team upon request. The evaluation team will also be available to help with the interpretation, completion, and use of any internal monitoring process results as needed.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to promote program effectiveness, the district committee conducted student, staff, and parent interest surveys, as well as community and CAC meetings to gather valuable stakeholder input on proposed activities and services. As a result, the proposed before/after school and summer academic enrichment activities to be funded for both students and adult family members at each of the centers are as follows:

Academic Assistance: Math, Science, Reading, Social Studies, Writing, Homework Help, ESL, Computer Literacy, Peer/Tutoring, Reading Clubs, STAAR Prep, and Critical Thinking **Enrichment:** Art, Dance, Drama, Music, Fitness/Wellness, Leadership Training, Self Defense, Arts & Crafts, Character Ed, Community Service, Student Clubs, Sports Activities, Chess, Drug & Violence Prevention **College and Workforce Readiness:** Career Exploration, Career Counseling, College Awareness, Elementary/Middle School Graduation Planner, Virtual College Visits, Resume Writing, School to Career Activities, etc. **Family Engagement:** Adult Basic Education, ESL, Adult PreGED, Adult GED, College/Workforce Assistance, Computer Literacy, Family Counseling, Financial Education, Drug & Violence Prevention, Fitness/Wellness, and Workforce Training

Student Enrichment, College/Workforce Readiness, and Family Engagement Activities may be offered on designated Fridays at the following adjunct sites listed in this application: UT-RGV, Sam's Memorial Stadium, Central Administrative Building, Brownsville Museum of Fine Art, and Brownsville Sports Park.

All 21st CCLC have included a budget for student transportation in this proposal. Transportation will be available between the centers and the established bus route for regular programming days. Transportation routes are distributed to all SC's so that information may be shared with program teachers. Frequent communication with the transportation department will take place to ensure student safety. Delivery times will be shortly after the conclusion of the daily programming activities for each center. Students will have a bus tag with information for the bus driver; a check off list will be used as students board the bus. Students that are picked up by their parents will also be checked off upon parents' arrival. These procedures will also be maintained during field trips.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the beginning of the school year, program information will be shared in both English and Spanish with the community at each center. This information will also be shared during each center's parent orientation meetings. The 21st CCLC will also participate in the school district's annual Parental Involvement Welcome Back Parent Event. 21st CCLC takes part of this collaborative event in order to promote the program. Information will be announced via center Parent Liaisons, center announcements, School Messenger, flyers, brochures, 21st CCLC events, CAC meeting, Parent Resource Centers, and center's marquee.

Open Houses are held throughout the district during the fall and spring term in order to share student progress and showcase student work. During this time, SC's disseminate program information to all parents and community. REMIND, a media communication tool, is shared with all stakeholders so that they may receive program information via their cell phone.

SC's will conduct a monthly parent meeting through a Family Engagement activity which will engage their child in a hands-on innovative lesson. The centers will also maintain announcements, information, photos, a working calendar of services, and events on their own website as well as through a link to the district's website and placed in the center KTA binders.

In addition, program information will be shown on BISSD's KBSD Channel 17, shared through newsletters, made available through the 21st CCLC department website and at all community-based meetings. The centers will work closely with the Public Information Department, CAC, Community Members, Partners, and Adjunct Sites. The centers will submit program information, including success stories and student/parent written stories to the Brownsville newspaper and the local TV station as needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Programs must be designed within a specific framework because it establishes a foundation for effective implementation and high quality program for the attainment of stated goals. Therefore, the physical site of a program where students and families are served will be established through a comprehensive, collaborative, and coordinated approach inclusive of the school, student, family, service providers, and the community. The ultimate goals are to help students meet state and local academic achievement standards and to help students graduate college and workforce ready.

Program activities that are part of 21st CCLC will be intentionally designed to connect student academic needs while providing innovative and interactive opportunities, based on best practices, hands-on methods of instruction that promote student academic achievement. My Texas ACE will be used as a resource for templates and lessons. Based on student needs and in accordance with best practices, part of these interactive student opportunities will be to include adult advocates from UT-RGV UTeach, a proven STEM focused teacher education program that provides internship, field experience, and targeted opportunities for undergraduates.

Our design promotes both academic programs and family/community supports, with a strong school climate at each center. In order to obtain academic achievement, we will include high quality project-based programs that prepare students for promotion, academic gains, and college and career success. All 21st CCLC staff will participate in ongoing staff development so that program objectives and outcomes are met for desired academic achievement. Through the use of the previous school year's STAAR data, TANGO assessment bank, and academic strategies, highly qualified teachers will use the results to implement strategies learned through training. Teachers will align the regular school day curriculum with the out of school time in order to meet the academic needs of the students being served at each center. Every six weeks, student grades will be monitored in order to evaluate student academic services. Lesson plans, using the 5 E Model, will be submitted and reviewed to ensure that TEKS objectives are being addressed. SC's will share fall and spring import data with center administration in order to monitor and realign activities according to results throughout the school year.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This proposal includes a comprehensive, collaborative, and coordinated approach that will maximize the efficient and effective use of federal, state, and local resources to align student and family engagement activities. More specifically, we will be coordinating all relevant and appropriate student and family services with our district departments as well as with our community partners.

The focus of the partnerships are as follows: County Commissioners Sofia Benavides and Dan Sanchez; City Commissioners Ricardo Longoria, Deborah Portillo, Jessica Tetreau; and Judges Janet Leal and Arturo Nelson have committed to provide guidance and motivation through mentoring and role modeling. UT-RGV UTeach and Brownsville Literacy Center will provide academic assistance and college mentoring to students and parents, respectively. Brownsville Museum of Fine Art and Gladys Porter Zoo will provide enrichment activities and support. Brownsville Police Department, U.S. Border Patrol, Denny's, Linda's Cake Specialty Shop, Chick-fil-A #03143, Ideal Realty, Chuy's Custom Sports, ILT Inc., Rodeo Dental, H.E.B., Home Depot, Wing Barn, and Peter Piper Pizza will be providing College and Workforce opportunities and experiences. All partners have been generously supportive and committed to provide programming activities for the duration of the grant and beyond.

Our district departments including but not limited to Food and Nutrition Services, Public Education Information Management System, Assessment/Research and Evaluation, Professional Development, Transportation, Computer/Technology Services, Finance, Human Resources, Health Services, and the Wellness Center will be providing demographic data, professional development opportunities, evaluations, assessments data, student care, hot and nutritious meals, bus transportation, technology support, budget information, and physical fitness activities. The 21st CCLC program will follow all EDGAR federal guidelines and TEA's grant requirements.

We are fortunate to have a diverse field of partnerships that cater to all our student populations and their college and career interests.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The centers will use the most recent data, 2015-2016 STAAR results, or the final six weeks report card grades to establish the beginning baseline. Student progress will be measured in 2016-2017 through six week center assessments, six weeks grades, first and second STAAR administration state results, and the final six weeks average on the report cards.

The 21st CCLC will use district baseline scores to diagnose students' strengths and weaknesses, prescribe individualized learning paths according to the grade level Texas Essential Knowledge and Skills (TEKS) in order for the teachers to provide the students with engaging hands-on project based instructional resources, and provide teachers with customized reports to help guide continued instruction. Teachers will use this information to place students in activities that will improve students' academic performance.

Furthermore, center-level logic models will be submitted as part of the required program evaluation. Each logic model is a visual representation of how the program's key components are being implemented, activities that are being provided to students, expected outcomes from these activities, and the resources available at each center.

Each center will implement a set of performance measures to coincide with the TX 21ST IMPORT spreadsheet during the required 1st and 3rd six weeks grades for the fall and the 4th and 6th six weeks grades for the spring. This process is conducted in order to analyze the percentage of students whose grades in Reading, Math, Science, and Social Studies have improved from 1st six weeks to 3rd six weeks in the fall term and the 4th six weeks to 6th six weeks in the spring term. This criteria includes: improvement in student attendance; percentage of students promoted to the next grade level at the end of the school year; percentage of students with improved behavior; percentage of students attending 45 days or more of programming per term, advocates, and percentage of students involved in extracurricular school activities. Students' grades are also viewed during the 2nd and 5th six weeks in order to customize their out of school time program activities.

Additionally, other factors will also be evaluated on all students who have met the required days of attendance thus categorized as a "regular" student at the end of school year by completing a required Final Yearly Report. This report includes STAAR improvement, the total number of 21st CCLC staff members receiving training from the 21st CCLC, professional development provided to each center staff by the SC, extracurricular activities, innovative activities, promotion, behavioral improvement, and regular school day attendance.

In conjunction with all stakeholders, BISD in collaboration with the 21st CCLC will periodically evaluate and add, change, or delete measures to improve academic achievement. Academic programs will include (a) high-quality project based early learning programs designed to improve outcomes in multiple domains; (b) high-quality programs and personnel for students that will be served in 1st through the 8th grade; and (c) high-quality programs that prepare students for college and career success; (d) high-quality programs that motivate students to attend classes regularly.

The teacher instructional plans for all key component instruction will be noted using the Texas ACE lesson plan template available through MyTexasACE.org. My Texas ACE webinars will also be made available as an additional resource for all center staff. All students will receive high quality academic preparation in core courses and center or district standardized exams in order to meet the state and local student academic achievement standards. Staff will also effectively educate and guide career exploration activities and courses that will promote better decision making from Elementary to Middle School Career Pathways, as well as their future college choice of study or career path.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

In an effort to reduce our student "At Risk" factors while promoting community success opportunities for their family members, the district finds it critical to form partnerships with institutions of higher education, community-based organizations, and public or private entities.

Our district departments including but not limited to Food and Nutrition Services, Public Education Information Management System, Assessment/Research and Evaluation, Professional Development, Transportation, Computer/Technology Services, Finance, Human Resources, Health Services, and the Wellness Center will be providing demographic data, professional development opportunities, evaluations, assessments data, student care, nutritious hot meals, bus transportation, technology support, budget information, and physical fitness activities.

UT-RGV UTeach and Brownsville Literacy Center will provide academic assistance and college mentoring to students and parents, respectively. Also, UT-RGV and Texas Southmost College will be providing college and career engaging activities, campus tours, and student mentoring.

Brownsville Museum of Fine Art and Gladys Porter Zoo will provide enrichment activities and support. Brownsville Police Department, U.S. Border Patrol, Denny's, Linda's Cake Specialty Shop, Chick-fil-A #03143, Ideal Realty, Chuy's Custom Sports, ILT Inc., Rodeo Dental, H.E.B., Home Depot, Wing Barn, and Peter Piper Pizza will be providing College and Workforce opportunities and experiences. All partners have been generously supportive and committed to provide programming activities for the duration of the grant.

Throughout the years we have built a strong partnership with many community-based organizations and other public or private entities that assist with carrying out program goals and objectives to ensure that our students of diverse populations are successful in their academic success and college and career interests.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD established a plan of action to select the seven centers that would host the 21st CCLC before and after school activities through the out of school time program: 1) The district selection is based on the overall state performance, center enrollment, and high percentage of homeless and migrant students. 2) The district will collaborate with the administration of the centers in order to gather data based on STAAR results, student retentions, At-Risk students, student population, and share a plan in order to disseminate interest surveys to all staff, students, and parents. 3) BISD and the 21st CCLC Department will contact several community agencies in the area that can provide services in the areas of Academic, Enrichment, and College Awareness, as well as the Family Engagement component. 4) The district, in conjunction with the seven participating centers, have secured over 3,900 student surveys, 340 staff surveys, and over 2,100 parent surveys in order to document population needs.

As indicated in the student surveys, the majority of the students selected Math as their top academic need. Staff and parent surveys reflected that Reading and Math were the top two academic needs. Of the parent surveys collected, 1454 showed an interest in having their child participate in an afterschool program. Parent surveys indicate 739 are interested in taking ESL/Literacy classes. 5) The district, in conjunction with participating centers, will hold collaborative meetings with parents, community members, and staff at each of the seven centers to consider and provide input on a Need, Asset and Strategy Inventory, based on each center's 2015-2016 CIP; a proposed program design, a list of suggested activities, a calendar of activities, a schedule of activities, a list of partners, and a budget for the district and respective centers. 6) The 21st CCLC department plans on holding several specific collaboration meetings with targeted partners in an effort to better align supplemental services for our program; (i.e., the University of Texas at Rio Grande Valley, and Texas Southmost College (TSC)) 7) The 21st CCLC department will hold budget meetings with appropriate district staff in order to ensure a proper level of funds will be available to meet the needs of these centers. 8) The 21st CCLC has held meetings with the seven selected centers, district level personnel, and community partner consultation meetings to finalize the Cycle 9 Year 1 grant application for the 21st CCLC.

Each center has the available facilities to provide student and parent activities based on the Needs and Assets Inventory completed by each center (i.e., parent center, counseling center, library, gymnasium, cafeteria, computer lab, science lab, field, music room, choir room, dance studio, band hall, and art room).

In an effort to close academic, social service, and workforce assistance needs at the centers, UT-RGV UTeach will be providing additional support in the areas of drug and gang prevention, college awareness, and workforce readiness at all 21st CCLC. UT-RGV UTeach and Brownsville Literacy Center will provide academic assistance and college mentoring to students and parents, respectively. Also, UT-RGV and Texas Southmost College will be providing college and career engaging activities, campus tours, and student mentoring.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has substantial experience in providing high quality student academic programming, student enrichment opportunities, college awareness, and family related services. This success has been validated through several BISD recognitions throughout district campuses. Additionally, BISD students continue to receive regional, state, and national recognition and awards for their performance in enrichment activities such as Music, Band, Arts, and Chess. Research shows that learning experiences in the Arts contributes to the academic and social development of a child. (Kelly, Steven N., "Fine Arts-Related Instruction's Influence on Academic Success", <https://cfaefl.org/media/1156/2010-2011-cohort-study.pdf>, October 2012.)

Therefore, BISD will continue to provide program activities that will be part of 21st CCLC which will be intentionally designed to connect student academic needs while providing innovative and interactive opportunities, based on best practices, hands-on methods of instruction that promote student academic achievement. My Texas ACE will be used as a resource for templates and lessons. Based on student needs and in accordance with best practices, part of these interactive student opportunities will be to include adult advocates from UT-RGV UTeach, a proven STEM focused teacher education program that provides internship, field experience, and targeted opportunities for undergraduates. Students will be exposed to post-secondary opportunities through organized educational visits to encourage interest and familiarity with the pursuit of higher education. The ultimate goals are to help students meet state and local academic achievement standards and to help students graduate college and workforce ready.

Our design promotes both academic programs and family/community supports, with a strong school climate at each center. In order to obtain academic achievement, we will include high quality project-based programs that prepare students for promotion, academic gains, and college and career success. All 21st CCLC staff will participate in ongoing staff development so that program objectives and outcomes are met for desired academic achievement. Through the use of the previous school year's STAAR data, highly qualified teachers will use the results to implement strategies learned through training. Teachers will align the regular school day curriculum with beyond the school day activities in order to meet the academic needs of the students being served at each center. Every six weeks, student grades will be monitored in order to evaluate student academic services. Lesson plans, using the 5 E Model, will be submitted and reviewed to ensure that TEKS objectives are being addressed. SC's will share fall and spring import data with center administration in order to monitor and realign activities according to results throughout the school year.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will encourage participation through various forms of communication (i.e. flyers, announcements, surveys, meetings, Parent Resource Center meetings, and community outreach). The 21st CCLC department will collaborate with Brownsville Area Retired School Employees Association (BARSEA) to create a mentor program. All interested adults including senior volunteers, who will be participating on a regular basis with all students, will be subject to the district's Volunteer Clearance Process conducted by the Department of Human Resources. This process includes a criminal history and background check. Once the Department of Human Resources has cleared the volunteer, an official district Authority to Report letter will be issued. Volunteers will then be assigned to a center within close proximity and based on their individual interests and strengths.

The 21st CCLC department will issue a volunteer badge to be worn at all times while on duty at each center. Volunteers will sign-in and sign-out at each respective center. All volunteers will maintain a daily log at the center which will serve as documentation as to how they assisted students throughout the day. Meetings will be conducted in order to reflect on experiences and provide updates on district curriculum and/or student initiatives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Our Board of Trustees and Superintendent have committed to sustaining Cycle 9 beyond the grant award. Letters of support have been obtained from all seven BISD Board Members. Center activities will continue to be offered four days a week, Monday through Thursday, before and after school hours. During the last year of the cycle, all centers will be submitting an updated CIP during the summer in order to plan and prepare activities for the following school year. The centers will provide engaging, interactive academic assistance in the core areas based on the campus needs assessment process which includes the review of each centers' CIP, TEKS, survey results, and center administrative meetings. District departments, including but not limited to Food & Nutrition Services, Police & Security Services, PEIMS, Pupil Services, and Health Services will partner/commit with the 21st CCLC sustainability program plan through a collaborative agreement to continue to support centers with a hot nutritious dinner, a safe nurturing environment, and student data (i.e., STAAR, attendance, discipline, grades). Safety procedures will be implemented according to district guidelines using the Safety Self Assessment process. Centers will obtain a parental consent form for all participants, student release form/log, and adhere to attendance sign-in/out procedures.

Each students' progress will be monitored every six weeks in order to determine which activities will be provided at each center based on students' needs. Any student's academic data will be obtained via our Research and Assessment Department, TANGO skills data bank, and Center Administration.

Our plans also include: 1) Continue to require in-kind resources from our school district (i.e., facilities, supplies). 2) Create a quality program and outreach campaign that will demonstrate to our school board and administration the importance of the program by having expected outcomes, measuring them, and reporting them in a timely manner. The outreach campaign will be shared with the community via presentations, newspaper articles, newsletters, BISD's KBSD Channel 17, site visits, and testimonials. All communication will be bilingual. 3) Collaborate and build positive partnerships to set expectations on how these partner organizations will be able to help fund activities. 4) Develop broad based community support by participating in meaningful community engagement activities that will make us more visible and an essential part of the community. 5) Make investments in technology and programs that will outlive the grant cycle. 6) Determine which academic component of the program is the most valuable and seek district support to continue those components (i.e., Reading, Math, Science, Social Studies, Writing, STAAR, and STEM).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the beginning of the school year, each center will have representation: an administrative representative and a parent. Together, the principal and the SC will select an active 21st CCLC parent to participate in all stakeholder meetings. Stakeholders will include (i.e., UT-RGV UTeach, Brownsville Museum of Fine Art, Chick-fil-A #03143, UT-RGV and TSC Admissions, Brownsville Literacy Center, Gladys Porter Zoo, Brownsville Police Department, U. S. Border Patrol, Denny's, Linda's Cake Specialty Shop, Ideal Realty, Chuy's Custom Sports, ILT Inc., Rodeo Dental, H.E.B., Home Depot, Wing Barn, and Peter Piper Pizza. All stakeholders will sign a collaborative agreement at the beginning of the school year.

BISD will seek continuous feedback and involvement from our community stakeholders about our program planning, design, and improvement throughout the course of the program. More specifically, BISD will conduct two campus community needs/interest surveys a year, convene a CAC meeting per term to review program goals/objectives/status, send communications to all community outlets on a monthly basis (i.e., flyers, announcements, Fun Family Fridays, newsletters, REMIND, Parent Resource Center, Exit Tickets) and provide a suggestion link on the 21st CCLC website. Key stakeholders and organizations that will be involved in the program includes students, parents, teachers and staff members of all seven schools chosen to be a part of the program. Community members and partners will collaborate to align supplemental services for each center in our proposed program.

BISD will ensure that the community stakeholders contribute to creating program awareness, evaluating program effectiveness, and establishing program sustainability by having them participate on a CAC as well as involvement with the seven centers. More specifically, BISD will engage the stakeholders in participating in program presentations and workshops, site visits within BISD, relevant trainings, community forums, and active participation in city and county meetings in which future program funding is sought.

Our plans also include: 1) Continue to require in-kind resources from our school district (i.e., facilities, supplies). 2) Create a quality program and outreach campaign that will demonstrate to our school board and administration the importance of the program by having expected outcomes, measuring them, and reporting them in a timely manner. The outreach campaign will be shared with the community via presentations, newspaper articles, newsletters, BISD's KBSD Channel 17, site visits and testimonials. All communication will be bilingual. 3) Collaborate and build positive partnerships to set expectations on how these partner organizations will be able to help fund activities. 4) Develop broad based community support by participating in meaningful community engagement activities that will make the program more visible and an essential part of the community. 5) Make investments in technology and programs that will outlive the grant cycle. 6) Determine which academic component of the program is the most valuable and seek district support to continue those components (i.e., Reading, Math, Science, Social Studies, Writing, STAAR, and STEM).

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A full-time PD will coordinate and monitor the day-to-day activities of all seven centers. The PD will strive to work with each SC to assess the need to make timely changes to the services, organize professional development related to improving achievement, monitor attendance, behavior, grade level promotion, and forming supportive and administrative links between parents, students, and community members including the CAC committee. The PD will also support SC and teachers in forming nurturing academic relationships with students to ensure attendance and learning are within the established benchmarks. The PD will also implement corrective services and activities to encourage an environment to increase and improve program success. The PD will utilize the district needs assessment, in conjunction with the individual campus needs assessments to structure the afterschool activities in agreement with all participating stakeholders using the Four Component Guide (Academic, Enrichment, College and Career Readiness, and Family Engagement). Coordination efforts with students, parents, center staff, and CAC members will also align program activities, identify best practices, and provide an open forum for discussion related to student/staff/family participation in the program. The PD will hold weekly meetings with SC and center administration to review program goals, objectives, milestones, and student data progress.

The PD will ensure the timely and accurate entry into the TX 21st Student Tracking & Reporting System by performing daily desktop audits of the information entered by each SC. In addition, the PD will hold monthly compliance visits to ensure KTA Binders are up to date.

A full-time SC at each center will coordinate and monitor the day-to-day activities. Each SC will conduct monthly center staff training and support based on individual center needs. The SC will submit a Monthly Communication Update Report where current participant (student/parent) data is documented (i.e., attendance, enrollment, and student behavior referrals), number of component activities, teacher observations, parent contacts, staff development/trainings, and center highlights. Each SC will work with center staff to assess the need to make timely changes to student services, modify professional development related to improving achievement, monitor attendance, student behavior, grade level promotion, and form supportive links between parents, students, and community members. The SC will also implement and modify services for program activities to encourage a positive environment to increase and improve student achievement and attendance. The SC will utilize the campus needs assessment to structure the afterschool activities in agreement with all participating stakeholders. Coordination efforts with students, parents, and CAC members will also align program activities, identify best practices, and provide an open forum for discussion related to student/staff/family to encourage continued participation in the program. The ultimate goal for the program is graduation and post-secondary success.

To collect the necessary student and program level data, the PD in conjunction with the SC will work closely with the District's Research and Evaluation and PEIMS Departments to access and secure student data. This information includes the following assessments: TELPAS, SELP, STAAR results, TPRI/Tejas LEE state assessments, and district benchmark assessments. The grantee level staff will also utilize pre- and post-assessment results in all four core areas (Reading, Math, Science, and Social Studies) and Adequate Yearly Progress (AYP) Reports. The PD will also work with the District's Research and Evaluation and PEIMS Departments to access and secure Academic Excellence Indicator System (AEIS) data, Public Education Information System (PEIMS) data, AESIT System data, and any other database system used by the district and/or collaborating partners. The district will also utilize the TX 21st CCLC Student Tracking & Reporting System reports to keep all stakeholders informed of the status and progress of each individual site as well as the overall program.

BISD will provide in-kind funding from district funds for a full-time accountant and a program secretary to help with program requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Egly Elementary		
9 digit campus ID#	031901123	Distance to Fiscal Agent (Miles)	1.8
Grade Levels to be served (PK-12)	1 st - 5 th		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	120
Number of Adults (parent/ legal guardians only) to be served:	60

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: El Jardín Elementary		
9 digit campus ID#	031901105	Distance to Fiscal Agent (Miles)	5.5
Grade Levels to be served (PK-12)	1 st - 5 th		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	120
Number of Adults (parent/ legal guardians only) to be served:	60

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-901		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3	Center Name: Garden Park Elementary			
9 digit campus ID#	031901106	Distance to Fiscal Agent (Miles)	4.3	
Grade Levels to be served (PK-12)	1 st - 5 th			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		120		
Number of Adults (parent/ legal guardians only) to be served:		60		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4	Center Name: Hudson Elementary			
9 digit campus ID#	031901134	Distance to Fiscal Agent (Miles)	2.7	
Grade Levels to be served (PK-12)	1 st - 5 th			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		120		
Number of Adults (parent/ legal guardians only) to be served:		60		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-901			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5	Center Name: Besteiro Middle School			
9 digit campus ID#	031901048	Distance to Fiscal Agent (Miles)	7.3	
Grade Levels to be served (PK-12)	6 th - 8 th			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			130	
Number of Adults (parent/ legal guardians only) to be served:			65	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6	Center Name: Faulk Middle School			
9 digit campus ID#	031901043	Distance to Fiscal Agent (Miles)	3.1	
Grade Levels to be served (PK-12)	6 th - 8 th			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			130	
Number of Adults (parent/ legal guardians only) to be served:			65	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7

Center Name:

Oliveira Middle School

9 digit campus ID#

031901045

Distance to Fiscal Agent (Miles)

1.6

Grade Levels to be served (PK-12)

6th - 8th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

130

Number of Adults (parent/ legal guardians only) to be served:

65

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 031-901		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name:			
9 digit campus ID#	Distance to Fiscal Agent (Miles)			
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name:			
9 digit campus ID#	Distance to Fiscal Agent (Miles)			
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once a term; students, parents, and teachers participate by completing surveys to provide feedback and an opportunity to make suggestions for program improvements. Student interest surveys are a vital part of planning intentional program activities.

The SC will coordinate recruitment with the regular school-day administrative team, including but not limited to the principal, assistant principal, and dean of instruction. The SC will meet with the center administrative team to identify and recruit students who are most in need, such as students that meet state guidelines for At-Risk classification and would benefit from attending the 21st CCLC program. When determining which students are most in need, the following instruments will be utilized: CIPs, STAAR assessment results, TANGO, TPRI, Tejas Lee, Eschools for student grades, and Campus Needs Assessment. Parents of identified students will receive a permission slip (English/Spanish) notifying them of the program availability, requirements, and benefits.

A parent orientation for all participating students will be held at each center. Program information, including program calendar, bus route, attendance, and center schedules will be shared during these parent sessions. The 21st CCLC program will provide a safe, nurturing environment. A hot and nutritious dinner will be provided by the school district's Food and Nutrition Services Department. Eligible students, as per the district's policy, will receive transportation at the end of each program day. In order to ensure continuous student participation in the program, highly qualified teachers will be used to provide engaging, innovative activities which will support and enhance the regular school day instruction. Incentives will also be provided to encourage regular attendance (i.e., field trips, recognition, student showcases, and certificates).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will be in operation for a minimum of 36 weeks including the summer term. Fall term will begin on September 5, 2016, ending on December 8, 2016 for a total of 13 weeks. The spring term will begin on January 9, 2017 ending on May 25, 2017 for a total of 17 weeks. Targeted grade levels for all terms will be 1st - 8th grade At-Risk students. Days of operation in the fall and spring will be Monday through Thursday and one Friday per month to include a Family Engagement Activity. Hours of Operation for the fall and spring term will be 3 hours a day- 1 hour before school and 2 hours after school for a total of 12 hours per week. The summer term will begin June 8, 2017, ending on July 20, 2017 for a total of 6 weeks. Days of operation in the summer will be Monday through Thursday. Summer term will be in operation 4 hours a day, 4 days a week for a total of 16 hours per week.

The full time PD in conjunction with the full time center SC will oversee the day to day required intentional activities. Each SC will work with center staff to assess the need to make timely changes to the center program services, provide professional development related to improving academics, attendance, and forming supportive links between parents, students, and community members. The SC will provide support to teachers to form nurturing academic relationships by providing feedback during teacher observations about students' activities to ensure the 45 day attendance requirement is met. The SC will obtain and utilize the center needs data and student voice to structure the afterschool activities in agreement with all participating stakeholders. Coordination efforts with students, parents, and CAC members will also align intentional program activities, identify best practices, and provide an open forum for discussion related to student/staff/family services. All required program staff (i.e., PD, SC, and FES) will attend required trainings, conferences, and/or meetings.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the most important tasks of the PD and SC is to ensure that all activities are delivered in a safe, secure, and appropriate location. Therefore, a Memorandum of Understanding (MOU) is developed during the development of the grant application to outline the needs and responsibilities of the Program Staff and the center administration. The MOU includes provisions for times when the school day needs space for their beyond the school day program activities including outdoor, indoor, work areas, storage areas, computer labs, classrooms, and backup locations. Consideration to ensure the safety of all students, their families, and center staff during delivery of all programming is done through the use of the ACE Safety Self-Assessment Checklist. Each center is expected to complete the ACE Safety Self-Assessment Checklist annually as part of the KTA documentation requirement. The SC will submit the center schedules, evacuation map, and center procedures at the beginning of each term and as revisions are made to the center. Special attention will also be required in the following areas: 1) Parent Permission Slips (E/S) including, Release Log, Emergency Card, and Internet Permission 2) Nutritional dinner/snacks (training, storage, and distribution). 3) Transportation (route schedules, bus tags, Student Dismissal Check-Off Roster, Student Bus Check-Off Roster). 4) Emergency plans (contact information for various departments, administration, and staff must be maintained in a visible location. 5) Procedures for emergency situations such as bad weather, discipline, incidents, lockdowns, etc. will be implemented according to district and center guidelines and shared with all stakeholders. 6) A Program Handbook will be developed and shared with all stakeholders at staff meetings, community meetings, and each family will receive a hard copy of the handbook. The Program and Parent Handbook will also be displayed on the program's website, as well as at each center's website. 7) To ensure student safety, all SC's are expected to use a special safety checklist that has been designed for field trips and special events. This checklist outlines the precautions that must be incorporated to ensure the safety of the students. 8) A TX 21ST Tracking System class roster will be utilized to monitor students' daily participation. Students will sign the roster upon arrival and initial upon departure to any outside activity. This roster is also placed on the attendance folder to match student participation in each activity.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 21st CCLC program will use the most recent 2015-2016 STAAR results to establish the beginning student academic baseline. Student progress will be measured in 2016-2017 through center, district, or state assessments. The CIP along with the Needs and Assets Inventories will be utilized in order to guide instruction for out of school time activities. The 21st CCLC program will align all out of school time activities with the regular day curriculum in order to expose students to meaningful academic content. This process will assist in supporting the mastery of the TEKS in order to provide opportunities and practice skills through engaging interactive activities to address the Four Component Activity Guide (i.e., Academic, Enrichment, College and Career Readiness, and Family Engagement).

Some activities that will be offered at each of the centers are as follows:

1. **Academic Assistance:** Math, Science, Reading, Writing, Social Studies, STEM, Homework Help, ESL, Computer Literacy, State of Texas Assessments of Academic Readiness (STAAR) Prep, PSAT Prep, and Critical Thinking activities. 2. **Enrichment:** Art, Dance, Drama, Music, Fitness/Wellness, Leadership Training, Self Defense, Arts & Crafts, Character Education, Community Service, Student Clubs, Sports Activities, Chess, and Drug & Violence Prevention. 3. **College and Workforce Readiness:** Technology, Career Exploration based upon Department of Education (DOE) 16 Career Clusters, Career Counseling, Virtual Job Shadowing, College Awareness, Virtual College Visits, Resume Writing, School to Career activities, and local college tours. 4. **Family and Parental Support Services:** Literacy, Adult Basic Education, College/Workforce Assistance, Computer Literacy, Family Counseling, Financial Education, Drug & Violence Prevention, and Fitness/Wellness. The purpose of the out of school time program is to supplement existing activities that may take place during the regular school day.

Our design promotes both academic programs and family/community supports, with a strong school climate at each center. In order to obtain academic achievement, we will include high quality project-based programs that prepare students for promotion, academic gains, and college and career success. All 21st CCLC staff will participate in ongoing staff development so that program objectives and outcomes are met for desired academic achievement. Through the use of the previous school year's STAAR data, highly qualified teachers will use the results to implement strategies learned through training. Teachers will align the regular school day curriculum with the out of school time activities in order to meet the academic needs of the students being served at each center. Every six weeks, student grades will be monitored in order to evaluate student academic services. Lesson plans, using the 5 E Model, will be submitted and reviewed to ensure that TEKS objectives are being addressed. SC's will share fall and spring import data with center administration in order to monitor and realign activities according to results throughout the school year.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD, in collaboration with the seven participating centers, has secured over 3,900 student surveys, 340 staff surveys, and over 2,100 parent surveys in order to document population needs. As indicated in the student surveys, the majority of the students selected Math as their top academic need. Staff and parent surveys reflected that Reading and Math were the top two academic needs. Of the parent surveys collected, 1,454 showed an interest in having their child participate in an afterschool program.

Each teacher will target academic needs in the TEKS by aligning skills with the Texas ACE Blueprint's Four-Component Activity Guide in order to develop engaging and interactive activities. All centers will offer enrichment activities (i.e., fine arts, physical education, and clubs) to support developmental needs of students. Furthermore, students will be engaged in innovative College and Workforce Readiness activities by providing opportunities to do research, presentations, and tour local post-secondary institutions. Teachers will connect the regular school day curriculum with out of school time activities that have been developed based on interest surveys in order to meet the academic needs of the students being served at each of the seven centers through the use of small group instruction, cooperative grouping, and scaffolding. Activities that require individualized instruction based on the Individualized Education Plan (IEP), will receive academic support by ensuring that the instruction/activity is adaptable to the academic and developmental needs of the student via the ACE lesson plan worksheet. Character Education through service learning will create a nurturing learning environment to promote positive social, emotional, and behavioral outcomes.

In an effort to close academic, social service, and workforce assistance needs at the centers, UT-RGV UTeach will be providing additional support in the areas of drug and gang prevention, college awareness, and workforce readiness at all 21st CCLC. UT-RGV UTeach and Brownsville Literacy Center will provide academic assistance and college mentoring to students and parents, respectively. Also, UT-RGV and TSC will be providing college and career engaging activities, campus tours, and student mentoring.

Every six weeks, student grades will be monitored in order to evaluate student academic services by implementing a set of performance measures to coincide with the TX 21st Tracking System IMPORT spreadsheet. This data is required during the 1st and 3rd six weeks grades for the fall and the 4th and 6th six weeks grades for the spring. This process is conducted in order to analyze the percentage of students whose grades in Reading, Math, Science, and Social Studies have improved from 1st six weeks to 3rd six weeks in the fall term and the 4th six weeks to 6th six weeks in the spring term. Students' grades are also viewed during the 2nd and 5th six weeks in order to customize their out of school time program activities. In order to maximize student participation, the student to teacher ratio will be 22:1.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One full time Family Engagement Specialist (FES) will help design a data collection plan. The FES will distribute an English/Spanish Parent Survey, then analyze the data (collected via hardcopy and electronic-Excel Office 365) to provide families with active and meaningful engagement. In order to create targeted activities in the Family Engagement core component, the centers will incorporate innovative ideas, implement best practices based on the needs assessment, surveys, the family and parental involvement national conference, Family Engagement Webinars, collaborative meetings, the Family Engagement in Out-of-School Time Needs Inventory, and the FES Guide. The FES will establish a "Parent Resource Corner" where information is available to parents about program, BISD, and community resources to help provide needed assistance. The FES will work closely with Parent Ambassadors, parent representatives from each of the centers on the CAC, to gather feedback and ensure activities are making a positive impact. Data analysis of attendance, behavior, and achievement by the FES will be crucial in determining program effectiveness and evaluating student services. Program coordination will be at three levels: center, school district, and community. The FES will meet, plan, and coordinate Family Engagement Programs at each center with center partners (i.e., counselor, nurse, parent liaison, migrant teacher, cafeteria manager, physical education teacher, special education teacher, regular education teacher, librarian and administration).

The FES will collaborate with center staff to support and provide services to families who are in most need of assistance to ensure all efforts are being maximized across BISD. The FES will also identify and build relationships with community members, service providers, and vendors that include, but not limited to, health services, Homeless Youth Project, TSC, UT-RGV, Brownsville Literacy Center, adult education, and workforce development, which will partner with the centers to support their Family Engagement Component at the centers.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Checklist will be used to ensure that all six intentional strategies are used to achieve effective family engagement. 1) Adequate, welcoming space to engage families-The FES will maintain a "Parent Resource Corner" (PRC) where information is privately available to parents about program, school district, and community resources that provide assistance. 2) Policies & procedures to promote FE-The FES will reach out to families at the beginning of the school year and schedule Parent Orientation Days. Parents will come in at their convenience, meet the SC and receive a Welcome Packet (calendar, contacts, programming, volunteer information, Parent Handbook). Parents will also learn about the PRC, Fun Family Fridays and Parent Ambassadors. Open Houses/Student Showcases will provide additional opportunities for parents to learn about the program. The Parent Handbook (English/Spanish) will communicate important information regarding the operation and goals of the program to generate family interest. The handbook will provide a guideline of the ACE program, along with its features and benefits to promote the program within the community. 3) Communicate/build trusting relationships-The FES will work with SC's and help coordinate the ongoing FE Component at their Center based on the needs and feedback of their ACE family members. EXIT tickets will be provided to parents to voice what they like, learn, and would like to see in future family activities. Program information will be available to parents (English/Spanish) via site visits, phone calls, communication tool REMIND, flyers, calendars, newsletters, center/district websites, and pictures that highlight program activities. 4) Intentional staff hiring/training to promote effective staff-family interactions- FE items and professional development will be part of agenda items during staff meetings. Site visits will ensure strategies learned at trainings are implemented. 5) Support families and their basic needs-The FES will support family needs that may be barriers to student success via the PRC, outreach and service referrals. The FES will also coordinate efforts with the PD and the SC's to collect, analyze, and share data related to the needs of ACE families via fall and spring surveys. 6) Connect families to others/staff/ schools/community-The FES will increase school involvement during Open House and community family events(21st CCLC families/staff) (i.e., Night at the Brownsville Museum of Fine Art, Lights On Afterschool, and the End of Year Family Engagement).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the data collected from Community Needs Assessment, Campus Needs Assessment, Parent Surveys, Exit Tickets, and the CAC, planning will be intentional to ensure that the program activities support and respond to Tx 21st Afterschool Centers on Education (ACE) families' needs (i.e., supporting children's academic pursuits, career readiness, building literacy, personal skill building, home/school/community alliances).

Three types of activities will be offered to all centers to engage families.

Family Activities- The following family activities are examples of what is to be scheduled in collaboration with community partners to provide an awareness of opportunities and experiences available in the community to enhance the home-school connections: Lights On Afterschool: October at Chick-fil-A #03143, Night at the Brownsville Museum of Fine Art: Fall at Brownsville Museum of Fine Art, Keep Brownsville Beautiful-Movie Night: Spring at Dean Porter Park, Hooked for Life Family Fishing Activity: Spring at Brownsville Event Center, and an End of Year Family Engagement: April/May Location To Be Announced. Family Activities will be scheduled in the evening hours so that working parents may attend.

Fun Family Fridays- Fun Family Fridays are to be scheduled once a month outside the regular school hours at each of the centers to engage families and students in an interactive activity that is aligned to the regular school day, supporting student success. Parent and child have the opportunity to work together, and work as a whole with other families, to build relationships. A portion of Fun Family Friday is dedicated to the home-school connection, parent forum, feedback, and suggestions. The substance of Fun Family Fridays will be well planned, intentional activities developed to be rotated amongst the centers each month. All lessons will bridge to Academics, Enrichment, and College/Career Readiness. Themes included, but not limited to, Literature, Math, Science, Citizenship (Digital), Wellness, Family, Arts & Crafts, Games, and Technology.

Parent Workshops- Parent Workshops will be scheduled throughout all terms for parents with times/center location varying (before, during, or after regular school hours) to cater to different schedules, to address skills or background knowledge needed to support their children's academic growth and social emotional learning. These workshops will be determined by needs assessment and parent surveys. Parent workshops will be facilitated by community service providers, program staff, volunteers and/or adult education providers. Workshop options include: literacy, ESL, fitness, technology, arts and crafts, auto mechanics, crocheting, sewing, and cake decorating.

Some additional parent activities that will take place are the following:

Parent Orientations: scheduled at each of the centers for full days so that parents can make plans to attend at their convenience.

Parent Ambassador Meetings: Held at the 21st CCLC department at minimum once a term, and as needed.

Open House: Scheduled once a term at each of the centers during the evening hours.

All activities will be shared via a monthly calendar, communication tool REMIND, and 21st CCLC website with ample time so that parents can make plans to attend and/or mark their calendars. All activities and information will be presented in English and Spanish as needed by program participants.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 11

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☒ Meetings☒ Fax☒ Email☒ Other method (specify): delivered**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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